

HORRY-GEORGETOWN TECHNICAL COLLEGE

**Summary Report on
Institutional Effectiveness**

A report to

The State Board for Technical and Comprehensive Education
and
The Commission on Higher Education

In fulfillment of Institutional Reporting Requirements

Mr. H. Neyle Wilson, President

Horry-Georgetown Technical College

2050 Highway 501 East

P.O. Box 261966

Conway, SC 29528-6066

843-347-3186

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INTRODUCTION

In the 2000-2001 cycle, Horry-Georgetown Technical College completed a comprehensive assessment of its programs and activities. A Summary Statement about each component, along with summaries of the Major Findings, is included in the following narrative. The schedule for the current cycle included a number of the College's academic programs, academic advising, student services, and the Library/Resource Center.

GENERAL EDUCATION AND MAJORS/CONCENTRATIONS

Summary Statement:

The Program Review Committee consists of faculty, staff, and administration. The programs reviewed in the 2000-2001 reporting cycle were Criminal Justice, Radiologic Technology, and General Education. The recommendations for those programs were all completed, as described in the following "Findings" sections.

DEFINITION AND DESCRIPTION OF THE COMPONENT

The College, through the annual Academic Program Review process, reviewed and evaluated the status of three academic programs during the 2000-2001 academic year. Academic Program Review consists of findings articulated in departmental reports addressing evaluative criteria including but not limited to the Southern Association of Colleges and Schools Criteria for Accreditation. All academic departments complete the Program Review process within a five-year cycle. The establishment of Performance Funding, utilizing Critical Success Factors and Performance Indicators, is evidenced in the outcomes of the process, which have implications for all College operations, goal setting and long-range planning. Actions recommended are unlimited and determined by the Program Review Committee. The recommended actions are forwarded to the College's Cabinet for review, approval and/or disapproval. If the actions are approved, the College must make personnel, physical and fiscal considerations to accomplish the recommendations and document actions taken.

The assessment criteria for meeting program effectiveness are reviewed annually, as is the effectiveness of the Program Review Committee. The assessment criteria includes: formal identification and validation of course and program competencies; enrollment; SACS compliance for faculty and education programs; graduation rates and placement; progress toward competency-based education; utilization of advisory committees; assessment of outcomes by students, graduates, and employers.

Major Findings -- Majors and Concentrations

Criminal Justice:

In its assessment of Criminal Justice Technology, the Committee made the following recommendations: 1) Continue to work with the Associate Vice President of Public Service and Hospitality to explore ways to better utilize the skills of part-time faculty for assistance with projects; advisement, and recruiting; 2) Schedule a DACUM to update program competencies to reflect trends in the criminal justice fields; 3) Continue to work with the Library staff and Distance Learning personnel to fully utilize the available instructional support materials and budget allocations for the program; 4) continue to explore other scheduling options and delivery media to accommodate the demands of the student populations; 5) Evaluate the high part-time to –full-time instructor ration to determine if additional full-time faculty are needed; 6) Evaluate the numerous opportunities for advancing the program and prioritize these based upon the ones most beneficial to the existing student population, the department, and the College.

Throughout the spring, the Department completed the following actions: 1) An additional full-time faculty member was added to the program; 2) A DACUM has been scheduled for the Fall of 2002; 3) The program has continued to offer Internet courses as well as Internet supported classes; 4) The program has expanded its offering of courses to 4 locations which are the Conway, Grand Strand, and Georgetown campuses and the North Myrtle Beach High School; 5) The Criminal Justice Program has increased the number of adjunct faculty members currently employed within the field; 6) The program has established a Criminal Justice Academy at the Grand Strand campus which is utilized by our students as well as by local and state agencies; and 7) The program has established an agreement with Charleston Southern to begin a 2+2 program at our local campus so that students may complete a 4-year degree program.

Radiologic Technology:

After evaluating the Radiologic Technology department, the Committee suggested or recommended that it: 1) Develop and implement strategies to increase the applicant pool in the program; 2) Examine ways to improve program retention by reviewing curriculum, especially the first semester load; 3) Investigate the feasibility of offering a Medical Ethics course; 4) Investigate additional funding sources for the purchase of an electrocardiogram machine for classroom/laboratory instruction and student use; and 5) Review new state licensing requirements for Radiological Technologists and develop applicable one-year certificate to meet those requirements.

The Radiologic Technology Department completed the following actions: 1) Reviewed and altered the criteria for admission to the program and also incorporated the HOBET test as a form of meeting the admission requirement; 2) The department decided not to make a request for an EKG; 3) Radiographic Anatomy was replaced with the course Anatomy and Physiology I and II to give students a more in depth study of the human body; 4) The curriculum was changed to lower the amount of credit hours needed for first semester loading; 5) The course, College Success Skills, was added to the first semester loading; and 5) A one-year Limited General Radiologic Technology certificate program has been developed and implemented; 6) The program course offerings was reduced to 89 credit hours and reduced from six to five semesters.

General Education:

From the General Education program, the Committee concentrated upon the Mathematics and Science departments. The committee recommended or suggested that the program: 1) Evaluate means of diversifying the mathematics and science offerings to address student demand for additional courses; 2) develop and implement strategies to diversify the membership and commitment of the Advisory Committee; 3) Schedule a full array of offerings at all campuses; 4) Utilize to the fullest all science laboratories; 5) Develop strategies to reduce faculty overloads in mathematics and science; 6) Review and evaluate process of attracting adjunct faculty and new methods of increasing the applicant pool; 7) Evaluate the COMPASS test and placement and its impact upon the success of students in mathematics and science courses.

The Mathematics and Science departments completed the following actions: 1) The departments evaluated the course offerings and found no new courses were needed to satisfy course completion for any major offered at the College; 2) The departments initiated procedures to invite area businesses as well as other collegiate chairs, faculty, and counselors to become members of the Advisory Committee; 3) The departments have made efforts in providing a full array of courses at each campus site via Distance Learning, the Internet, or traditional classroom settings; 4) The Science department initiated a needs assessment to determine the materials and equipment needed in order to fully utilize the laboratories; 5) The Science department decreased faculty overload by employing persons to assist within the laboratories; 6) The departments met with the Human resources department to develop strategies in recruiting qualified employees; and 7) The departments conducted a preliminary evaluation of the Compass test and placement and found it to be a significant determinant of student success in designated courses.

ACADEMIC ADVISING

Horry-Georgetown Technical College conducts an assessment in the area of Academic Advising annually. The assessment is a continuing process providing formal follow-up and closure of previous years evaluations and recommendations. The process also will include an in-depth evaluation of one to two specific departments/areas.

The College evaluated Academic Advising through two mediums: Faculty Advisement and the effectiveness of the Enrollment Advisors. Faculty advisement consisted of a survey to determine student satisfaction with their Advisor's availability outside of the classroom setting. The College determined that 90% of the students should be satisfied with the availability of their Faculty Advisor. The College measured the effectiveness of the Enrollment advisors in terms of course placement and rate of registering of first-time full-time students for the consecutive spring term.

In response, the College found that approximately 90% of the students surveyed were satisfied with the availability of Faculty Advisors outside of the classroom setting. Thus, the College and its faculty met the goal of satisfaction. However, the College continues its efforts to ensure quality in Academic Advising.

The Enrollment Advisors, along with the Institutional Research and Effectiveness department, identified key courses in which withdrawal and/or failure rates were high. The Enrollment Advisors worked directly with the students and those courses to improve the success rate of the students by properly placing them within designated courses. The College found the Enrollment Advisors to be effective in placing students in their proper courses and effective in their coordinated efforts to pre-registered a significant number of students for the consecutive spring term.

LIBRARY/STUDENT SERVICES

Horry-Georgetown Technical College reviewed its Student Services Division primarily using criteria provided by the Southern Association of Colleges and Schools, ACT 629 and ACT 359. In addition, surveys were conducted to assess student satisfaction with the services provided. The Student Services Division identifies specific unit(s) for a more in depth analysis of services. This year the unit identified was the Financial Aid and Veterans Affairs Unit. The College reviewed several key components of the Financial Aid and Veterans Affairs department. The Library annually conducts an internal review of holdings and functions. The annual review was used to assess the Library during this term.

An ACT and The Campus Climate surveys were used to evaluate the student development functions of Counseling, Student Activities, Admissions and Financial Aid. Each survey denoted a high approval rate for each of the departments noted. One suggestion that has been repeated throughout the surveying terms was the idea that the process of enrolling was somewhat difficult because the key departments involved in the process were

located in the same building but were widespread throughout the building. Recently, the College erected a new Student and Community Life Complex. The building allows for a “One-Stop” approach to becoming a student at the College. Students may now enroll in the college, request financial aid, be tested, seek advisement, and be evaluated on career opportunities, all within areas of close proximity to one another. This accomplishment should provide for a seamless transition from a prospective student to enrolled student for the individual.

The in depth analysis of the Financial Aid department yielded no recommendations or suggestions. The College found the department to be operating both efficiently and effectively. Efforts were also implemented to assess student retention and withdrawal. Several departments are now involved in creating a schematic of withdrawal patterns as well as developing an instrument that may be used to determine a student success pattern. The college-wide Retention Committee developed a Retention Plan that has been implemented and will be modified and tracked throughout the next year.

Results of the review of the Library yielded the recommendation that more space was needed in order to expand the duties, roles, and responsibilities of the department; however, this finding was diminished by the erection of the Student and Community Life Complex. The new Library consists of the entire upper level of the building. It includes available space for the expansion of library holdings, a computer center, study rooms, academic assistance, and the technology center.

ADMINISTRATIVE

Horry-Georgetown Technical College annually reviews the administrative functions of the College. This year, the College elected to review its Mission Statement. The review consisted of evaluating the College’s Mission Statement to ensure it is representative of the Administration’s policy and procedure and to ensure that it meets the requirements as described in ACT 359. The committee also evaluated the correlation between the College’s Goals and the Mission Statement.

The College decided that a new Mission Statement was necessary. The College delineated a committee to transcribe the new Mission Statement. Secondly, the College reviewed the Goals, as set by the College, and decided new Goal and Objectives were also needed. Thus, the College designated a committee to transcribe new/additional goals. Each committee submitted a copy of the documents to the Planning Council. The Council recommended additional changes and the changes were made. The documents were then submitted to the Cabinet for approval. The documents were approved by the Cabinet and were forwarded to the Board for confirmation. The Board adopted the new Mission Statement and the new College Goals.